

Pauline-Glenn Springs Elementary

P.O. Box 95

Pauline, South Carolina 29374

Grades	K-5 Elementary School	
Enrollment	395 Students	
Principal	Jennifer Atkinson	864-583-1868
Superintendent	Dr. Darryl Owings	864-576-4212
Board Chair	Mr. Lynn Harris	864-576-4212

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	46	8	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Good	Unsatisfactory	Yes

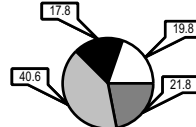
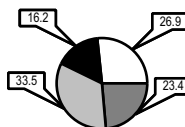
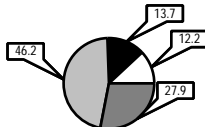
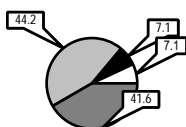
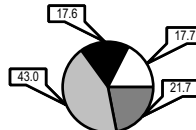
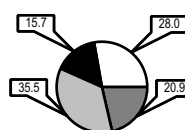
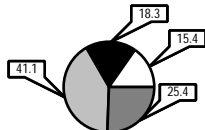
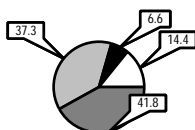
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	207	99.5	7.6	43.9	41.4	7.1	63.6	Yes	Yes
Gender									
Male	100	99.0	11.8	46.2	38.7	3.2	54.8		
Female	107	100.0	3.8	41.9	43.8	10.5	71.4		
Racial/Ethnic Group									
White	186	100.0	6.7	43.8	42.1	7.3	64.6	Yes	Yes
African American	12	100.0	25.0	50.0	25.0	0.0	50.0	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	157	99.4	6.5	39.2	45.8	8.5	69.9		
Disabled	50	100.0	11.1	60.0	26.7	2.2	42.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non–Migrant	207	99.5	7.6	43.9	41.4	7.1	63.6		
English Proficiency									
Limited English Proficient	4	75.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non–Limited English Proficient	203	100.0	7.7	43.1	42.1	7.2	64.6		
Socio–Economic Status									
Subsidized meals	69	98.6	14.8	59.0	23.0	3.3	47.5	Yes	Yes
Full–pay meals	138	100.0	4.4	37.2	49.6	8.8	70.8		

Mathematics – State Performance Objective = 36.7%									
All Students	207	100.0	12.6	46.0	27.8	13.6	62.6	Yes	Yes
Gender									
Male	100	100.0	16.1	47.3	21.5	15.1	58.1		
Female	107	100.0	9.5	44.8	33.3	12.4	66.7		
Racial/Ethnic Group									
White	186	100.0	11.2	47.2	27.5	14.0	64.0	Yes	Yes
African American	12	100.0	16.7	50.0	25.0	8.3	41.7	I/S	I/S
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	157	100.0	7.8	43.8	32.7	15.7	71.2		
Disabled	50	100.0	28.9	53.3	11.1	6.7	33.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non–Migrant	207	100.0	12.6	46.0	27.8	13.6	62.6		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non–Limited English Proficient	203	100.0	11.3	46.7	28.2	13.8	63.6		
Socio–Economic Status									
Subsidized meals	69	100.0	24.6	55.7	9.8	9.8	36.1	Yes	Yes
Full–pay meals	138	100.0	7.3	41.6	35.8	15.3	74.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	207	99.5	26.8	33.3	23.2	16.7	39.9
Gender							
Male	100	99.0	28.0	33.3	26.9	11.8	38.7
Female	107	100.0	25.7	33.3	20.0	21.0	41.0
Racial/Ethnic Group							
White	186	100.0	25.8	33.1	23.6	17.4	41.0
African American	12	100.0	33.3	50.0	8.3	8.3	16.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	157	99.4	20.3	33.3	27.5	19.0	46.4
Disabled	50	100.0	48.9	33.3	8.9	8.9	17.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non–Migrant	207	99.5	26.8	33.3	23.2	16.7	39.9
English Proficiency							
Limited English Proficient	4	75.0	I/S	I/S	I/S	I/S	I/S
Non–Limited English Proficient	203	100.0	25.6	33.8	23.6	16.9	40.5
Socio–Economic Status							
Subsidized meals	69	98.6	49.2	27.9	18.0	4.9	23.0
Full–pay meals	138	100.0	16.8	35.8	25.5	21.9	47.4

Social Studies							
All Students	207	99.5	19.7	40.4	21.7	18.2	39.9
Gender							
Male	100	99.0	24.7	33.3	24.7	17.2	41.9
Female	107	100.0	15.2	46.7	19.0	19.0	38.1
Racial/Ethnic Group							
White	186	100.0	19.7	39.3	21.9	19.1	41.0
African American	12	100.0	25.0	66.7	0.0	8.3	8.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	157	99.4	15.7	39.9	24.2	20.3	44.4
Disabled	50	100.0	33.3	42.2	13.3	11.1	24.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non–Migrant	207	99.5	19.7	40.4	21.7	18.2	39.9
English Proficiency							
Limited English Proficient	4	75.0	I/S	I/S	I/S	I/S	I/S
Non–Limited English Proficient	203	100.0	19.5	40.0	22.1	18.5	40.5
Socio–Economic Status							
Subsidized meals	69	98.6	32.8	45.9	13.1	8.2	21.3
Full–pay meals	138	100.0	13.9	38.0	25.5	22.6	48.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	63	100.0	9.7	33.9	51.6	4.8	56.5
	4	76	100.0	13.2	32.9	48.7	5.3	53.9
	5	61	100.0	10.0	40.0	45.0	5.0	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	62	100.0	3.4	15.5	60.3	20.7	81.0
	4	65	100.0	8.2	57.4	34.4	0.0	34.4
	5	80	98.8	9.1	54.5	33.8	2.6	36.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	63	100.0	11.3	46.8	32.3	9.7	41.9
	4	76	100.0	6.6	52.6	23.7	17.1	40.8
	5	61	100.0	8.3	40.0	31.7	20.0	51.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	62	100.0	6.9	37.9	29.3	25.9	55.2
	4	65	100.0	16.4	42.6	36.1	4.9	41.0
	5	80	100.0	11.7	55.8	20.8	11.7	32.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	62	100.0	15.5	43.1	24.1	17.2	41.4
	4	65	100.0	31.1	32.8	23.0	13.1	36.1
	5	80	98.8	31.2	27.3	23.4	18.2	41.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	62	100.0	6.9	37.9	20.7	34.5	55.2
	4	65	100.0	16.4	50.8	24.6	8.2	32.8
	5	80	98.8	32.5	33.8	20.8	13.0	33.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 395)				
First graders who attended full-day kindergarten	98.6%	Up from 98.4%	100.0%	100.0%
Retention rate	1.5%	Down from 1.7%	2.2%	3.0%
Attendance rate	96.9%	Down from 99.5%	96.6%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.1%	Up from 11.0%	2.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.7%	Up from 8.0%	2.0%	3.2%
Eligible for gifted and talented	24.2%	Down from 24.5%	19.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.0%	Up from 10.6%	7.3%	8.2%
Older than usual for grade	0.5%	Up from 0.3%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	79.3%	Up from 72.4%	56.8%	52.6%
Continuing contract teachers	89.7%	Down from 100.0%	86.6%	83.3%
Highly qualified teachers	88.9%	Down from 92.3%	94.0%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	95.1%	Down from 97.4%	87.5%	87.0%
Teacher attendance rate	94.8%	Down from 96.1%	95.5%	95.0%
Average teacher salary	\$47,761	Up 1.4%	\$43,046	\$41,703
Prof. development days/teacher	10.9 days	Up from 10.0 days	11.8 days	12.8 days
School				
Principal's years at school	1.0	Down from 19.0	5.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 19.1 to 1	20.3 to 1	18.8 to 1
Prime instructional time	91.3%	Down from 95.0%	90.8%	89.8%
Dollars spent per pupil*	\$6,192	Up 4.8%	\$5,922	\$6,242
Percent of expenditures for teacher salaries*	72.9%	Up from 72.0%	67.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.8%		89.4%	
Highly qualified teachers in high poverty schools	91.2%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pauline-Glenn Springs Elementary School has enjoyed another outstanding year filled with great accomplishments. Our motto, "Where Dreams Begin," is reflective of a warm, caring, and nurturing environment where student learning is our chief priority. At PGS, children are provided with a wide array of opportunities to achieve success. We are strongly committed to giving our students a firm educational foundation to build upon as we prepare them to be lifelong learners in our complex, fast-paced, and changing society.

A South Carolina Red Carpet School, we welcome visitors at all times. The active involvement of our PTO, School Improvement Council, parents, grandparents, business partners, and community members has been instrumental in providing various educational enrichment activities for our children. We recently underwent the Southern Association of Colleges and Schools five year review of our school's Quality School Improvement Process. The visiting committee was extremely impressed with the quality of our total school program and commended us in many areas. One of the commendations in the review report stated, "The communication and respect between all stakeholders is apparent the minute you step on campus. High expectations for excellence are evident throughout the school."

Our teachers work collaboratively to plan challenging and rigorous lessons in order to meet the needs of all students. South Carolina standards-driven instruction in combination with brain-researched teaching strategies have proven to be successful, as this past school year marks the fourth consecutive year that Pauline-Glenn Springs has been named a Palmetto Gold Award winner. This award is based on student achievement.

We are excited about the addition of a full-time instructional computer lab manager and twenty-four new computers equipped with Compass Odyssey software. Our computer lab has been very beneficial in serving as an extension of regular classroom instruction.

PGS participated in a number of service projects in order to learn the importance of giving back to our community. These projects included collecting toys for the Spartanburg Children's Shelter, a canned food drive for Greater Spartanburg Ministries, Jump Rope for Heart, Relay for Life, and sending care packages to an injured US Army Specialist stationed in Iraq. We were also proud to be one of only thirty-two schools in South Carolina to receive a Palmetto Pride Challenge for the Environment Grant. The award of \$2800 was used to form the PGS Green Team. The Green Team consists of more than fifty kindergarten through fifth grade students who worked together to keep our campus beautiful and litter-free.

We are proud of the faculty and staff for all of their hard work and dedication as they planted seeds of knowledge and made learning come alive for our students in our 2004-2005 "Garden of Dreams." We are also extremely grateful for the support and cooperation of our parents, guardians, business partners, and school volunteers. We look forward to the great possibilities that lie ahead as we continue to strive for excellence and work together in hopes of making every child's "dreams come true!"

Jennifer F. Atkinson, Principal
Paula Rossi, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	70	54
Percent satisfied with learning environment	96.6%	94.1%	94.2%
Percent satisfied with social and physical environment	100.0%	91.0%	96.3%
Percent satisfied with school-home relations	100.0%	97.0%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.